DOCUMENT RESUME

ED 177 855 FL 010 430

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TITLE Evaluation Design, 1978-1979. Local/State Bilingual Education Evaluation.
INSTITUTION Austin Independent School District, Tex. Office of Research and Evaluation.
SPONS AGENCY Department of Health, Education, and Welfare, Washington, D.C.
PUB DATE 79
NOTE 38p.; Small print may be marginally legible

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Bilingual Education; Cognitive Objectives; Community Programs; Educational Accountability; Educational Assessment; *Educational Objectives; Elementary Education; Elementary School Teachers; English (Second Language); *Evaluation Methods; Language Skills; *Program Evaluation; Screening Tests; Spanish; *State Programs; Student Evaluation
IDENTIFIERS *Austin Independent School District; Bilingual Education Act 1968; *Bilingual Programs; Elementary Secondary Education Act Title VII

ABSTRACT

The evaluation design of the 1978-79 local/state bilingual education program of Austin Independent School District is presented. The primary focus of the evaluation is the assessment of the objectives in language development and concept development submitted to the Texas Education Agency. A secondary focus is the collection of information related to the limited English speaking ability (LESA) student identification process. The collection, compilation, and reporting of the data is a significant portion of the evaluation effort. Evaluation questions concerning the new identification procedure include: (1) How many students did the 1978-79 LESA identification procedure identify as compared to past years that used other identification procedures? and (2) How may students qualify to exit from the bilingual program by the end of the 1978-79 school year? A second accountability-type question concerns what type of bilingual program the Austin school district should have. The levels of attainment for each of the project objectives are presented, and a listing is included of all schools in the program and the distribution of resource teachers, other teachers assigned to the bilingual program, and aides. Information needs for project evaluation and the appropriate information sources are outlined, and information is presented on dissemination activities, data to be collected in the schools, and the allocation of time for project activities by staff members. (SW)

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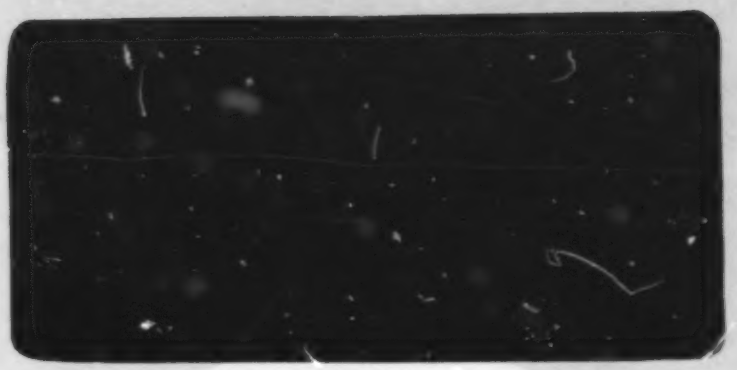

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# EVALUATION DESIGN

1978-1979

Local/State Bilingual Evaluation

Fall, 1978

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Publication Number: 78.44

## PROGRAM STAFF

The following Austin Independent School District staff members are responsible for the implementation of the Local/State Bilingual Project.

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# TABLE OF CONTENTS


I. Evaluation Design Review Form ..... 1

II. Decision Questions

A. Program Summary ..... 2

B. Evaluation Summary ..... 4

III. Decision Questions

A. Decision Questions Addressed ..... 5

B. Decision Questions Overview ..... 6

IV. Information Needs

A. Information Needs ..... 9

B. Information Needs Overview ..... 11

V. Dissemination ..... 14

VI. Information Sources ..... 16

VII. Data to be Collected in the Schools ..... 18

VIII. Evaluation Time Resources Allocation Summary ..... 19

# EVALUATION DESIGN REVIEW FORM

The following individuals have been provided a copy of relevant portions of this design for review and comment.

Mauro Reyna
Assistant Superintendent for the
Division of Educational Development

Maria Ramirez
Local/State Bilingual Coordinator

Carmen Gan oa
Director of Bilingual Education

# PROGRAM SUMMARY

The Local/State Bilingual Program in the Austin Independent School District receives funds from the District and the State of Texas in the amount of $548,499 to provide bilingual education to selected students attending the public schools in Austin. An additional $25,789 is provided by the District to support the evaluation of the Local/State Bilingual Program.

The 1978-79 Local/State Bilingual Program operates on 49 campuses and spans grades kindergarten through five. In the 1978-79 school year 4,230 students participate in Local/State funded bilingual instruction activities. Of these students, 3,156 attend schools where the Title VII Project is in operation and is administered in part by the Title VII Project staff. The remaining 1,074 students attend school at campuses where the bilingual program is administered entirely by Local/State Bilingual Staff.

The Local/State Bilingual Project is administered and supervised by a staff of seven professionals--a project coordinator, and six instructional specialist. These staff members are responsible for the implementation to the two components of the Local/State Bilingual Program: the instructional component and the parental involvement component. Evaluation of the parental involvement component was not included in the 1978-79 application to the Texas Education Agency, therefore no decision questions specifically related to this component are included in this design.

The entries that follow list all schools in the 1978-79 Local/State Bilingual Program and the distribution of resource teachers, other teachers assigned to the bilingual program, and aides.

| School | Resource Teachers | Other Teachers assigned to Bilingual Program | Aides |
|---|---|---|---|
| Allison | | 13 | 5 |
| Andrews | | | |
| Barrington | | | |
| Becker | | 6 | 1 |
| Blanton | | | |
| Blackshear | | | |
| Brentwood | | 1 | |
| Brooke | | 10 | 4.5 |
| Brown | | 3 | 2 |
| Campbell | | | |
| Casis | | | |
| Cook | | | |
| Cunningham | | 6 | 3 |
| Dawson | | | |
| Govalle | | 15 | 3.5 |
| Gullett | | | |
| Graham | | | |
| Harris | | | |
| Highland Park | | | |
| Houston | | | |
| Lee | | | |
| Linder | 1 | 6 | 2 |
| Maplewood | | | |
| Mathews | | | |
| Menchaca | | | |
| Metz | | 8 | 3 |
| Norman | | | |
| Oak Hill | | | |
| Oak Springs | | | |
| Odom | 1 | 1 | 1 |
| Ortega | | 5 | 3 |
| Pease | | | |
| Pecan Springs | | | |
| Pleasant Hill | 1 | 1 | |
| Reilly | | | |
| Ridgetop | 1 | 3 | |
| Rosedale | 1 | 1 | |
| Rosewood | | 10 | 3 |
| Sanchez | | | |
| Sims | | | |
| St. Elmo | | 5 | |
| Sunset Valley | | | |
| Walnut Creek | | | |
| Wooldridge | | | |
| Wooten | | | |
| Williams | | | |
| Winn | | | |
| Zavala | | 10 | 3.5 |
| Zilker | | | |

The above information was extracted from the Consolidated Application for Operational Expenses Allocation 1978-1979.

# EVALUATION SUMMARY

The primary focus of this evaluation is the assessment of the objectives in language development and concept development submitted to the Texas Education Agency for the State Bilingual Program. These objectives are listed elsewhere in this design.

A secondary focus of this evaluation is the collection of information related to the Limited English Speaking Ability (LESA) Student Identification Process. New guidelines from the Office for Civil Rights predicated the implementation of a new procedure for identifying LESA students in the Austin Independent School District for the 1978-79 school year. The collection, compilation, and reporting of this LESA-related data is a significant portion of this year's evaluation effort. Evaluation questions of interest concerning the new identification procedure include:

*How many students did the 1978-79 LESA identification procedure identify as compared to past years that used other identification procedures?

*How many students qualify for exit from the bilingual program by the end of the 1978-79 school year?

By addressing these questions, information may be collected that will help Austin Independent School District decision makers determine whether or not LESA entry and/or exit criteria need modification.

# IIIA

# DECISION QUESTIONS ADDRESSED

A. Accountability-Level Decision Questions

1. What type of bilingual program should the Austin Independent School District have?

2. Do LESA entry and exit criteria need modification? If so, how?

B. Project-Level Decision Questions

3. After reviewing the levels of attainment for the Local/State State Bilingual Project's 1978-79 objectives, what program revisions should be made to increase the possibility of meeting those objectives more fully?

IIIB

# DECISION QUESTIONS OVERVIEW

| DECISION QUESTION | DATE TO BE DECIDED | DATE INFORMATION IS NEEDED | RELEVANT EVALUATION QUESTIONS AND OBJECTIVES | INFORMATION SOURCES |
|---|---|---|---|---|
| A. Accountability - Level | | | | |
| D1. What type of bilingual program should the Austin Independent School District have? | July 1979 | June 1979 | D1-1. What is the nature of English-Spanish bilingual program (i.e. transitional or maintenance) the Austin Independent School District currently has? | a) Already collected data |
| | | | D1-2. What achievement outcome has this type of program produced? If possible this information will be collected for the following four groups of project students: Spanish dominant,bilingual, English dominant/Spanish speaking, English monolingual. | a) California Achievement Test (reading and math) |
| | | | D1-3. How has this type of program impacted the Spanish oral language skills of project students? | a) PAL Oral Language Dominance Measure (Spanish subscale) |
| | | | D1-4. How has this type of program impacted the English oral language skills of project students? | a) PAL Oral Language Dominance Measure (English subscale) |
| D2. Do LESA entry and exit criteria need modification? If so, how? | July 1979 | June 1979 | D2-1. How many students did the 1978-1979 LESA identification procedure identify as compared to past years that used other identification procedures? | a) 1978-1979 LESA Master Record file<br>b) Previous year's "Consolidated application for Operational Expenses Allocation" report. |
| | | | D2-2. How many students qualify for exit from the bilingual program by the end of the 1978-1979 school year? | a) Boehm Test of Basic Concepts<br>b) California Achievement Test (reading)<br>c) Sequential Test of Educational Progress |

IIIB

# DECISION QUESTIONS OVERVIEW

| DECISION QUESTION | DATE TO BE DECIDED | DATE INFORMATION IS NEEDED | RELEVANT EVALUATION QUESTIONS AND OBJECTIVES | INFORMATION SOURCES |
|---|---|---|---|---|
| | | | D2-3. What would be the impact of raising or lowering the entry and exit criteria on the number of students identified as LESA by the 1978-79 identification process? | a) Boehm Test of Basic Concepts<br>b) California Achievement Test (reading)<br>c) Sequential Test of Educational Progress |
| B. Project - Level | | | | |
| D3. After reviewing the levels of attainment for the local/State Bilingual project's 1978-79 objectives, what program revisions should be made to increase the possibility of meeting these objectives more fully? | July 1979 | June 1979 | D3-1. What were the levels of attainment for each objective? | |
| | | | 1. Seventy percent of the K project students will increase their oral language skills in their first language. | a) Primary Acquisition of Languages (PAL) English and Spanish |
| | | | 2. Seventy percent of the K project students will increase their oral second language skills in their second language. | a) Primary Acquisition of Languages (PAL) English and Spanish |
| | | | 3. Fifty percent of the K project students will attain a score on the February, 1979 administration of the Boehm Test of Basic Concepts that either equals or exceeds the mid-year norm (50th %ile) for middle SES students in each readiness. | a) Boehm Test of Basic Concepts |
| | | | 4. As a group, project students in grades 2-5 who are receiving Spanish reading instruction, will make significant gains ($p \geq .05$) in Spanish. | a) Prueba de Lectura |

## IIIB
## DECISION QUESTIONS OVERVIEW

| DECISION QUESTION | DATE TO BE DECIDED | DATE INFORMATION IS NEEDED | RELEVANT EVALUATION QUESTIONS AND OBJECTIVES | INFORMATION SOURCES |
|---|---|---|---|---|
| | | | 5. 25% of the Project students in grade 1 will score at or above one standard deviation below the non-minority mean in English Language Skills | a) California Achievement Test |
| | | | 6. 25% of the project's students in grades 2-5 who originally scored more than 1 (one) standard deviation below the mean for the non-minority AISD students in English language skills will score above that point | a) California Achievement Test |
| | | | 7. 50% of the project students in grade 1 will equal or exceed the 50th %ile in math skills | a) California Achievement Test |
| | | | 8. A greater percentage of 1978-1979 project students in grades 2-5 will maintain or improve their math percentile scores from April, 1978 to April, 1979 than did 1977-1978 project students from April, 1977 to April, 1978 | a) California Achievement Test |

78.44

# IVA

# INFORMATION NEEDS

Pal Oral Language Dominance Measure

I1. How many, and which students in the Austin Independent School District have been tested with the PAL Oral Language Dominance Measure in the period 1975-1977?

I2. What are the language dominance scores of those 1978-79 Austin Independent School District students who are potentially LESA?

Survey of Home Languages Form

I3. How many students in the Austin Independent School District, prior to language dominance testing, are considered to be LESA?

I4. How many, and which students in the Austin Independent School District reported a non-English, non-Spanish language in their home background?

I5. How many students in the Austin Independent School District reported speaking a non-English language more often than English?

I6. How many students in the Austin Independent School District, after language dominance testing, are considered to be LESA?

I7. Listed by school, grade, home language, ethnicity, program and language dominance category, how many Austin Independent School District students are considered to be LESA?

Comprehensive Test of English Language -- Listening (CELT)

I8. What are the CELT scores of the potentially LESA secondary students in the Austin Independent School District?

I9. What CELT score corresponds to the Texas Education Agency approval LESA cut-off score on the BSM II -- English?

Bilingual Syntax Measure II -- English (BSM)

I10. What are the BSM scores of a selected sample of potentially LESA secondary students in the Austin Independent School District.

LESA Committee

I11. What language assessment instruments are available that may be used to satisfy the Office for Civil Rights requirement of "individual language assessment for instructional purposes"?

1977-78 Classroom Rosters

I12. Which Austin Independent School District students were enrolled in a bilingual classroom in 1977-78?

# IVB

# INFORMATION NEEDS OVERVIEW

| INFORMATION NEED | DATE INFORMATION NEEDED | INFORMATION SOURCE |
|---|---|---|
| A. PAL Oral Language Dominance Measure | | |
| I1. How many, and which students in Austin Independent School District have been tested with the PAL Oral Language Dominance Measure in the period 1975-1977? | August, 1978 | a) Computer listing of PAL scores, 1975-1977. |
| I2. What are the language dominance scores of those 1978-79 Austin Independent School District students who are potentially LESA? | August, 1978 | a) Computer listing of PAL scores 1978 administration. |
| B. Survey of Home Languages Form | | |
| I3. How many students in the Austin Independent School District, prior to language dominance testing, are considered to be LESA? | October, 1978 | a) Survey of Home Languages. |
| I4. How may, and which students in the Austin Independent School District reported a non-English, non-Spanish language in their home background? | November, 1978 | a) Survey of Home Languages, language code listing. |
| I5. How many students in the Austin Independent School District reported speaking a non-English language more often than English? | November, 1978 | a) Survey of Home Languages and Item 2 response. |
| I6. How many students in the Austin Independent School District, after language dominance testing, are considered to be LESA? | January, 1979 | a) Survey of Home Languages, and PAL score listing. |

78.44

11

# INFORMATION NEEDS OVERVIEW

| INFORMATION NEED | DATE INFORMATION NEEDED | INFORMATION SOURCE |
|---|---|---|
| I7. Listed by school, grade, home language, ethnicity, program and dominance category, how many Austin Independent School District students are considered to be LESA? | January, 1979 | a) Survey of Home Languages, PAL score listing, and programatic decisions |
| C. Comprehensive Test of English Language-Listening (CELT) | | |
| I8. What are the CELT scores of the potentially LESA secondary students in the Austin Independent School District? | November, 1978 | a) CELT-Listening scores from AISD secondary students who are potentially LESA. |
| I9. What CELT score corresponds to the Texas Education Agency approval LESA cut-off score on the BSM II-English? | November, 1978 | a) CELT-Listening and BSM--English scores administered to a selected sample of potentially LESA secondary students in AISD. |
| D. Bilingual Syntax Measure II--English (BSM) | | |
| I10. What are the BSM scores of a selected sample of potentially LESA secondary students in the Austin Independent School District | November, 1978 | a) BSM--English scores from AISD secondary students who are potentially LESA. |
| E. LESA Committee | | |
| I11. What language assessment instruments are available that may be used to satisfy the Office for Civil Rights requirement of "individual language assessment for instructional purposes?" | August, 1978 | a) LESA Task Force Committee finding. |

78.44

12

22

23

# INFORMATION NEEDS OVERVIEW

| INFORMATION NEED | DATE INFORMATION NEEDED | INFORMATION SOURCE |
|---|---|---|
| F. Classroom Rosters | | |
| I12. Which Austin Independent School District students were enrolled in a bilingual classroom in 1977-78? | August, 1978 | a) Classroom rosters of all bilingual classroom in Austin Independent School District for the 1977-78 school year. |

78.44

13

# V

# DISSEMINATION

| INFORMATION | DISSEMINATION FORMAT | DATE OF DISTRIBUTION | PERSONS RECEIVING |
|---|---|---|---|
| . Evaluation Findings for 1977-78 | a) Decision Packet | 8-15-78 | Cabinet, assistant supervisor, Decision Committee |
| | b) Descriptive Brochures | 2-28-79 | Program Staff, Local/State School Principals, Department of Bilingual Education |
| . PAL Oral Language Dominance Measure Roster | a) Bound Computer Citing | 8-1-78 | All elementary school principals in project schools all other elementary principals by request. |
| . Language Assessment Instrument Critique | a) Comparative Chart | 8-15-78 | Department of Bilingual Education who will disseminate to interested parties. |
| . Initial Count of LESA Students | a) Bound Computer Listing | 10-11-78 | Department of Bilingual Education, Department of Elementary/ Secondary Education, Department of Pupil Accounting |
| . LESA Report to Schools | a) Computer Listing | 10-11-78 | All elementary school principals |
| . Evaluation Design | a) Outline of Data to be Collected | 11-22-78 | Department of Bilingual Education, Local/State School Principals as requested, Department of Education, assistant supervisor |
| . Non-English, Non-Spanish Speakers In Austin Independent School District | a) Computer Listing | 11-8-78 | Department of Pupil Accounting, Office for Civil Rights |

# V

# DISSEMINATION

| INFORMATION | DISSEMINATION FORMAT | DATE OF DISTRIBUTION | PERSONS RECEIVING |
|---|---|---|---|
| . Non-English Speakers in Austin Independent School District | a) Bound Computer Listing | 11-17-78 | Department of Pupil Accounting, Office for Civil Rights |
| . LESA Report to TEA | a) Computer Listing | 12-15-78 | Texas Education Agency |
| . LESA Report to Office for Civil Rights | a) Computer Listing | 12-15-78 | Office for Civil Rights |
| . BSM-CELT Equivalency Study | a) Computer Listing<br>b) Normative | 12-15-78 | Office for Civil Rights |

# VI

# INFORMATION SOURCES

| INFORMATION SOURCE | POPULATION | EVALUATION QUESTIONS REFERENCED | DATE COLLECTED | ANALYSIS TECHNIQUES | REMARKS |
|---|---|---|---|---|---|
| 1. Oral Language Dominance Measure (PAL) | a. All project students in K.<br>b. A random sample of K LESA project students.<br>c. Selected sample of A.I.S.D. students. | D1-3, D1-4, D3-1.1, D3-1.2, I1, I2, I3, I6, I7 | a. September/ October 1978<br>b. March 1979<br>c. On-going 1975-1977 | Distribution Statistics<br>Quasi-Longitudinal Analysis | |
| 2. California Achievement Test (reading and math) | All 1-5 students in Local/ State Bilingual Schools. | D1-2, D2-2, D2-3, D3-1.5, D3-1.6, D3-1.7, D3-1.8, I3, I6, I7 | April 1979 | Distribution Statistics<br>Longitudinal Analysis | |
| 3. Boehm Test of Basic Concepts | All K students in Local/ State Bilingual project schools | D2-2, D2-3, D3-1.3 | September 1978<br>February 1979 | Distribution Statistics | |
| 4. Prueba de Lectura, Level 1, Form CES | All 2-5 students in Local/ State Bilingual project schools | D3-1.4 | November 1978<br>April 1979 | Analysis of variance | |
| 5. Sequential Tests of Educational Progress (reading) | All 9-12 students in Local/ State Bilingual project | D2-2, D2-3 I3, I6, I7, I8, I10 | April 1979 | Distribution Statistics | |

# VI
# INFORMATION SOURCES

| INFORMATION SOURCE | POPULATION | EVALUATION QUESTIONS REFERENCED | DATE COLLECTED | ANALYSIS TECHNQUES | REMARKS |
|---|---|---|---|---|---|
| 6. 1977-78 "Consolidated Application for Operational Expense Allocation" report | - | D2-1 | September 1977 | Narrative | |
| 7. LESA Committee | - | I9 | August 1978 | Narrative | |
| 8. Survey of Home Languages Form | All 1978-79 Austin Independent School District students | I3, I4, I5 I6, I7, I8 I9 | October 1978 | Narrative, Distribution Statistics | |
| 9. Comprehensive Test of English Language - Listening | All 1978-79 potentially LESA secondary students in the Austin Independent School District | I8, I9 | November 1978 | Distribution Statistics, Score Transformation | |
| 10. Bilingual Syntax Measure II - English | A selected sample (N=100) of 1978-79 potentially LESA secondary students in the Austin Independent School District | I9, I10 | November 1978 | Distribution Statistics | |
| 11. Classroom Rosters, 1977-1978 | All Austin Independent School District students who were enrolled in a bilingual classroom in 1977-78 | I12 | August 1978 | Narrative | |

78.44

17

VII

# DATA TO BE COLLECTED IN THE SCHOOLS

A. *Students

| | |
|---|---|
| November 13-21 | 1. Prueba de Lectura: administered to second through fifth grade students, who, as a result of their PAL Spanish score, have Spanish as their first language. |
| March 12-23 | 2. Oral Language Dominance Measure (PAL): administered to a sample of K project students. |
| April 4-20 | 3. Prueba de Lectura: administered to second through fifth grade students, who, as a result of their PAL Spanish score, have Spanish as their first language. |

*Additional data collected by the district-wide testing program (the Boehm Test of Basic Concepts pre-test, California Achievement Test, and the Sequential Tests of Educational Progress) and by District teachers (Oral Language Dominance Measure pre-test) will be used in the evaluation of the Local/State Bilingual Program.

# VIII

# EVALUATION TIME RESOURCES ALLOCATION

| ACTIVITY | DIRECTOR | SENIOR EVALUATOR | EVALUATOR | DATA ANALYST | EVALUATION ASSISTANT | SECRETARY |
|---|---|---|---|---|---|---|
| A. Design | ½ | 1 | 8 | 2 | 16 | 22 |
| B. Information Source<br>1. Oral Language Dominance Measure (PAL) | - | ½ | 1 | 1 | 27 | 3 |
| 2. California Achievement Test | - | ½ | - | 1 | 7 | 3 |
| 3. Boehm Test of Basic Concepts | - | ½ | ½ | 1 | 7 | 3 |
| 4. Prueba de Lectura | - | ½ | 1 | 2 | 20 | 3 |
| 5. Sequential Tests of Educational Progress | - | ½ | - | 1 | 4 | 3 |
| 6. LESA Master Record File | ½ | 8 | 4 | 5½ | 4 | 3 |
| 7. 1977-78 "Consolidated Application for Operational Expenses Allocation" Report | - | - | - | - | 3½ | 1 |

# VIII

# EVALUATION TIME RESOURCES ALLOCATION

| ACTIVITY | DIRECTOR | SENIOR EVALUATOR | EVALUATOR | DATA ANALYST | EVALUATION ASSISTANT | SECRETARY |
|---|---|---|---|---|---|---|
| 8. Language Assessment Instrument Critique | - | 2 | - | - | 3½ | 2 |
| 9. Initial LESA Count | - | 6 | 1½ | 4 | 5 | 2 |
| 10. LESA Report to the Schools | - | 6 | ½ | 2 | 5 | 2 |
| 11. LESA Report to Texas Education Agency | ½ | 6 | 2 | 4 | 5 | 2 |
| 12. LESA Report to Office for Civil Rights | ½ | 6 | 2 | 5 | 5 | 2 |
| 13. Non-Spanish, Non-English Austin Independent School District Student Listing | - | 3½ | ½ | 1 | 5 | 1½ |
| 14. Non-English Language Speakers List | - | 3½ | ½ | 1 | 5 | 1½ |
| 15. CELT Scores Listing | - | 4 | 1½ | 1 | 3 | 2 |

# VIII

# EVALUATION TIME RESOURCES ALLOCATION

| ACTIVITY | COORDINATOR | SENIOR EVALUATOR | EVALUATOR | DATA ANALYST | EVALUATION ASSISTANT | SECRETARY |
|---|---|---|---|---|---|---|
| 16. BSM II - English Test Scores Listing | - | 4 | 1½ | 1 | 3 | 2 |
| 17. BSM II - English Test Scores Listing | - | 15 | 2 | 1 | 3 | 2 |
| C. Dissemination Not in Design | - | 4 | 4 | 3 | 10 | 5 |
| D. Final Report | ½ | 2 | 10 | 17 | 39 | 37 |
| E. Administrative and Other Indirect | 1 | 7 | 12 | 4 | 50 | 128 |
| F. TOTAL | 3½ | 80½ | 52½ | 57½ | 230 | 230 |